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ABSTRACT

This manual was developed as part of a project that investigated the effectiveness of class-wide, peer-mediated reading instruction with middle grade students having mild disabilities and reading difficulties. It explains the procedures for introducing, implementing, and monitoring the project's version of sustained oral reading practice, in which pairs of students each read aloud for nine minutes while the partner corrects errors and awards points for accuracy. The first chapter lists the manual's objectives, gives a definition and rationale for peer-mediated instruction, and presents an overview of the peer-mediated reading program. Chapter 2 is on preparing for peer-mediated reading. It covers scheduling time for peer tutoring; selecting pairs and weekly teams; awarding and recording points; and getting students to and from their partners. Chapter 3 describes the three-lesson training program for students prior to implementing peer-mediated reading. Lesson 1 covers general features of peer-mediated reading instruction, Lesson 2 the procedures for sustained oral reading, and in Lesson 3, students are walked through the peer-mediated instructional sequence. Chapter 4 focuses on potential problems and solutions such as students being loud, disruptive, or off task; students taking too much time to complete the tutoring steps; students failing to follow the tutoring procedure; and students cheating. A sample teacher script is provided. An appendix includes the reading measures used in the program. Another appendix provides a review of the literature on the effectiveness of peer tutoring in general and specifically its effectiveness with students having reading disabilities. This appendix contains 94 references. (DB)

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Peer-Mediated Resource Reading

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PEER-MEDIATED RESOURCE READING

Preface

This manual was developed for Peer-Mediated Resource Reading, a research and demonstration project sponsored by the Department of Education. The purpose of this project is to work cooperatively with resource room teachers to develop, implement, and evaluate the effectiveness of methods designed to enhance the quality of instructional services provided mildly handicapped students. This research focuses on the class wide application of peer-mediated reading instruction and how it effects students' reading fluency and comprehension. The procedures described should complement your current reading instruction program by structuring additional opportunities for your students to read and receive feedback and reinforcement.

This manual explains the procedures for introducing, implementing, and monitoring the project's version of peer-mediated reading instruction. The basic procedures rely heavily on tutoring procedures developed by Charlie Greenwood, Joe Delquadri, and Judith Carta at the University of Kansas (Classwide Peer Tutoring) and on research conducted in mainstream classrooms at George Peabody College by Deborah Simmons, Lynn Fuchs, Doug Fuchs, Janie Pate, and Patricia Mathes (Peabody Classwide Peer Coaching). We appreciate the foundation developed by these individuals and acknowledge the integral part these methods play in the overall peer-mediatied reading program described in this manual.

We wish to recognize Dr. Deborah Simmons at Peabody College for writing an earlier version of this manual for another project and we wish to thank her for allowing us to use her work as a basis for this manual.

The purpose of this project is to expand past research by applying peer-mediated reading procedures which have been shown to be effective in mainstream classrooms to resource rooms. In this project, your special education students will serve as both readers and tutors. Previous research has demonstrated that when mildly handicapped students are given the role of serving as tutor they achieve better than mildly handicapped students who serve only as readers.

Introduction

We believe teachers can make a difference in student achievement whether that student is handicapped or normally achieving. With your assistance, we will examine how substantial that impact can be on learning disabled students. We appreciate your participation in the project and look forward to your assistance and feedback.

To test the potential of peer-mediated reading instruction in resource rooms, **it is important that you follow the prescribed methods as closely as possible.** If practiced as prescribed, these methods should make a positive difference in your students' reading achievement.

Throughout the course of the project, our roles are to (a) assist you in providing optimal training to your students, (b) monitor implementation of the procedures, and (c) evaluate the effectiveness of the intervention. The primary objective of our mission is to train students to conduct and participate in tutoring sessions that result in improved reading achievement and social skills. This is a joint effort, thus, it is important that you **communicate your concerns, ideas, and suggestions** to us so that we can respond accordingly.

Thank you for your commitment to our project. We are enthusiastic and optimistic that our coordinated energy and efforts will benefit all involved. Our optimism is grounded in the demonstration that students achieve in classrooms when teachers accept responsibility for **all** students and implement instructional methods that accommodate the range of skills and needs in the classroom.

MANUAL OBJECTIVES

After reading this manual, you will be able to:

1. Define and state the rationale for peer-mediated reading instruction
2. Pair students for peer tutoring and assign pairs to teams.
3. Teach students to serve as tutors.
4. Teach students to serve as readers.
5. Collect student and team points.
6. Implement the steps of the project's peer tutoring method.

Chapter 1

Introduction

CHAPTER I:
INTRODUCTION TO PEER-MEDIATED INSTRUCTION

Definition and Rationale

You are most likely familiar with the concept of peer tutoring. Peer-mediated instruction is a synonym for peer tutoring and is an activity where students within the classroom work together to enhance their academic performance.

In this project's version of peer tutoring, all students in the class will serve both as tutors and readers. Experimental studies indicate that when consistently implemented, this type of peer tutoring produces a classroom climate that increases the amount of learning time, material covered, and skills mastered, decreasing off-task and disruptive behavior.

Peer-mediated instruction differs from most other instructional methods in several important ways:

* It uses peers to supervise responding and practice.

* It uses a game format, including points and competing teams, to motivate students and maintain their interest.

Peer-mediated reading instruction is an innovative and resourceful means of addressing the diverse needs of students in your classroom. It broadens your options for providing reading practice, feedback, and instruction.

Research conducted during the past two years at Peabody College - Vanderbilt indicates that mildly handicapped students are capable of handling the responsibilities required in peer-mediated reading. Additionally, the research indicates that mildly handicapped students who participate make significantly greater reading gains than those who do not!

OVERVIEW OF THE PEER TUTORING PROGRAM

Peer-Mediated Resource Reading will utilize sustained oral reading practice. Research indicates that simple oral reading practice can greatly improve students reading performance. A brief description of the procedures follows. A more elaborate description appears in latter sections of this manual.

The procedures described in this manual will be implemented in your classroom for **10 weeks**.

SUSTAINED ORAL READING PRACTICE

What It Is: Sustained oral reading practice has been shown to improve reading fluency and comprehension. Peer-mediated reading instruction provides students with the opportunity to practice and become fluent with their reading skills. Typically, learning disabled students do not receive adequate oral reading practice. Additionally, research indicates that oral reading practice may actually help students improve their reading ability better than silent reading practice.

How: During peer-mediated reading, the teacher announces to "get ready for peer-mediated reading; readers begin reading." All readers read as quickly and correctly as they can simultaneously. The teacher times for 9 minutes. Students earn points for each sentence of text they read without making an error. When an error occurs, the tutor corrects the reader immediately.

When: Peer tutoring will occur **3 days per week**.

How Long: The whole process will take 23 minutes. This includes 9 minutes for each reader to read and 5 minutes of transition time.

Materials

Materials for peer tutoring will include:

1. **The student's reading book**
2. **Tutoring Folder**
3. **Help Card**
4. **Weekly Score Cards**

With the exception of the reading book, all of these materials will be provided for all of your students by the project. Reading books will be provided for target students only. Other students will use their normal reading book.

Why Is Peer-Mediated Reading Important?

One of the most persistent problems that classroom teachers face is how to ensure that all students engage in learning tasks and receive sufficient practice to master these tasks. We have found that it is simply not enough to expose students to academic materials or to put students into stimulating environments. Students must actively engage in the learning task in order to perform well. Students must interact directly with the learning task, and not just watch or listen to it. **Thus, the peer-mediated reading program is designed to double or triple the amount of practice that all students are currently receiving. Compared to other teaching methods, peer-mediated reading increases all students' on-task behavior and their practice of academic tasks. This is true even for students who are the most delayed or difficult to motivate.** As a result, peer-mediated reading increases reading fluency and comprehension and builds student self-confidence and self-esteem.

GOALS OF PEER-MEDIATED RESOURCE READING

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Goals for the Teacher

Objective 1: Teachers will implement peer-mediated reading sessions in their resource classroom.

Objective 2: Teachers will reinforce student and team achievement.

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The primary goal of this program is to facilitate student mastery of reading skills. To accomplish this goal, the teacher must implement the procedures described in this manual in a consistent and orderly manner. **You should be aware that deviations from the procedures described in this manual dramatically decrease the effectiveness of peer-mediated reading in your classroom.** Thus, quality implementation is essential to reaping the benefits of the program. To achieve these results, the teacher must have two short-term goals:

(1) **Carefully READ this manual.**

(2) **Implement the program as described without modification.**

****

Goals for the Students

Objective: 1) Students will increase their reading rate and reduce the number of errors committed.

2) Students will work cooperatively with other students in their reading class.

****

The goals for the students in this program include improvement in reading fluency, comprehension, and peer acceptance. To achieve these goals, the students must learn two roles: the tutor role and the reader role.

The tutor role entails directing and supervising the tutoring session. This requires learning how to: (1) present tasks and directions to the reader, (2) monitor reading and correct word recognition errors, (3) award points based on the reader's performance.

The reader role involves actively practicing the material presented by the tutor in order to earn points for the reader's team. The reader must learn how to read quickly and accurately.

Chapter 2

Preparing for Peer-Mediated Instruction

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CHAPTER II:
PREPARING FOR PEER-MEDIATED READING INSTRUCTION

In this chapter, we will discuss the preparations necessary for implementing peer-mediated reading in your resource classroom. If you are reading this manual for the first time, our advice is to read all of the material to develop a complete understanding of the program.

Advanced planning and preparation of materials play a big part in implementing the program. The purpose of this chapter is to outline the preliminary steps you need to complete in preparation for tutoring.

Preliminary Activities

1. Scheduling time for peer-mediated reading (Weekly Tutoring Schedule)

2. Designating pairs and teams (Tutoring Teams List)

5. Becoming familiar with point awarding and reporting procedures

6. Preparing and organizing materials, charts, and lists for tutoring

Step I: Scheduling Time for Peer Tutoring

The first step is to determine when you will fit the peer-mediated reading sessions into your weekly schedule. We ask that you implement peer-mediated reading <u>three times per week</u>. To determine your schedule, you need to refer to your weekly lesson plan and your district's suggestions about time usage for each academic subject. A sample weekly schedule follows.

Scheduling peer-mediated reading is a major instructional decision. Peer-mediated reading should be used as a replacement for <u>one or more elements</u> of an existing program, (e.g., assigned worksheets or independent activities; not teacher-directed instruction). The goal is to remediate students' fluency and comprehension deficits by increasing both the time available and opportunities for direct practice. In this program, we want to replace independent seatwork with direct practice in reading, while keeping your teacher-directed time intact.

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In 1989-1990, we found that <u>replacing</u> part of reading instruction time with peer-mediated reading instruction resulted in significant achievement gains!

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Recommendations for Scheduling

1. Schedule a time that will allow tutoring to occur **<u>3</u>** times per week for **<u>25</u>** minute sessions.

2. Conduct tutoring sessions at the same time each day.

3. Reserve part of reading instruction for teacher-directed activity to cover specific reading objectives not addressed by peer-mediated reading. Schedule the remaining time for peer-mediated reading. Reduce the amount of independent activities you ask your students to complete and use that time for peer-mediated reading.

* A form for scheduling weekly peer-mediated reading sessions follows.

****
To Do: Complete the Weekly Tutoring Schedule
****

Check off as completed:

1. ____ I have scheduled Peer-Mediated Reading 3 times a week.

2. ____ I have scheduled 25 minutes for each session.

Weekly Tutoring Schedule

Block in tutoring time and days.

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
7:40					
7:50					
8:00					
8:10					
8:20					
8:30					
8:40					
8:50					
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1:40					
1:40					
2:00					
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2:20					
2:30					

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STEP 2: Selecting Peer-Mediated Reading Pairs and Weekly Teams

Determining Tutor Pairs

Students will be paired with the same tutoring partner for the entire 10 weeks; therefore, it is important that they are paired appropriately. Tutoring pairs will be determined by the research staff. Your students will be given a short reading test which will let us see which students are similar in their reading skill. Students of near equal abilities will be paired together. Sometimes it may be necessary to pair students who are reading in adjacent reading levels. However, students who are reading the same materials (or in the same reading group) will provide the most appropriate practice.

After we have paired your students for peer-mediated reading, we will ask you to review the pairings to be sure that we have paired students with peers with whom they will work cooperatively. We want students paired with socially compatible partners.

Handling Uneven Numbers of Students

Sometimes classrooms will have an uneven number of students. This may change from day-to-day depending on students' attendance patterns. If this happens, there are three options you might consider:

1. If more than one student is absent, the two students without partners may be paired. If the students are in different books, the pair should use the lower reader's book.

2. Another option is to form a triad. Here three students work together. Roles are changed so that all students have an opportunity to practice their assignments. In this case, each student would read 2 passages three times each.

3. Please to <u>not</u> place target students in a triad, unless you absolutely have to!

Team Assignment Chart

Week: _____

Team:

Points	1st Reader	1st Tutor	Points
	Team [ ] Total		

Team:

Points	1st Reader	1st Tutor	Points
	Team [ ] Total		

Assigning Pairs to Teams

Once students are paired, you need to assign pairs to teams. **Team assignments will change each week.** Each week you will move pairs around so that students get to be on different teams throughout the 10 week period. Changing teams each week ensures that no team is consistently stronger.

The purpose of teams is not only to motivate students, but also to instill a sense of contribution to the team and cooperation with peers. Each student's daily score contributes to the overall team score, which in turn is used to determine the weekly winnin team. Thus, students are accountable for their individual score as well as their team score.

It is important to create teams of near equal abilities. This will require distributing an equal number of high achieving, average achieving, and low achieving pairs to each team. Use the **Team Assignment Chart** which follows to record student team assignments and save it as a permanent record. Team assignments can be made ahead of time for several weeks and recorded on the Team Assignment Chart. This chart will also be used to record weekly points earned.

If you have an odd number of pairs (6 Red pairs and 7 Blue pairs), the extra pair's score will be counted for both teams.

****

<u>To Do:</u>
Pair Students and Assign to Teams
Record this information on the Team Assignment Chart

****

STEP 3: Awarding and Recording Points

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Readers can earn bonus points by:

- Reading sentences quickly and clearly.
- Working cooperatively with the tutor.
- Getting materials for tutoring quickly and quietly.
- Other activities determined by the teacher.

Tutors earn bonus points by:

- Listening and following along as their partner reads.
- Correcting reader's mistakes quickly appropriately.
- Awarding the correct number of points.
- Other activities designated by the teacher.

Bonus Points are your quality control procedure. Bonus Points allow you to reinforce the correct tutoring skills. You should **give bonus point freely**. However, be specific about why you are giving them. On the following page is a list of behaviors you should reward with bonus points. **Post this list in your classroom as a reminder to your students.**

****

Examples of Giving Bonus Points

"Good correcting Gabriel. Give yourself 2 bonus points"

"I like the way Emily and Tyron are working together. Each of you gets 5 extra bonus points!"

"Good getting your materials ready quickly and quietly. Everybody, give yourselves 5 bonus points!"

****

Bonus Points

Tutors can earn extra points for:

- have your tutoring material in the correct place.
- talk only about tutoring.
- keep your voice at a quiet level.
- listen to your partner read.
- help your partner with hard words.
- give the correct number of points to the player.
- keep track of points.
- praise your partner for doing a good job.
- give it your best!

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Bonus Points

Readers earn extra points for:

- have your tutoring material in the correct place.
- talk only about tutoring.
- keep your voice at a quiet level.
- read clearly and correctly.
- correct the words you miss.
- praise your partner for doing a good job.
- give it your best!

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The Score Card

The Score Card is for individual students to record their daily points. As students earn point, they place a slash through the numbers on the score card. Students will use **1 score card for an entire week.** At the end on each day, they will circle the last point that they earned. On the next day tutoring occurs, they will begin slashing points on the next number.

Each Friday, students will report their total points on their score card, which you will record on the Team Assignment Chart. Next you will total each teams' points and write the weekly point total for each team on the **Score Board** which follows.

Score Card

Name:_____ Week_____

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144
145	146	147	148	149	150	151	152	153	154	155	156
157	158	159	160	161	162	163	164	165	166	167	168
169	170	171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190	191	192
193	194	195	196	197	198	199	200	201	202	203	204
205	206	207	208	209	210	211	212	213	214	215	216
217	218	219	220	221	222	223	224	225	226	227	228
229	230	231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250	251	252
253	254	255	256	257	258	259	260	261	262	263	264
265	266	267	268	269	270	271	272	273	274	275	276
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289	290	291	292	293	294	295	296	297	298	299	300

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599 600

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Score Board

Team	Team
score	score

STEP 4: Getting Students To and From Their Partners

!!!

STEP 5: Preparing and Organizing Materials

To facilitate effective management and pacing of the tutoring session, all materials must be assembled and ready.

TEACHER MATERIALS

1. A **timer** for the teacher to time the tutoring sessions and the point recording period.
2. A **calculator** for adding team points during the point reporting period.
3. Team Assignment Chart
4. Bonus Point Reminder
5. Teacher Presentation Script

STUDENT MATERIALS

1. Instructionally appropriate reading textbook (Target students' books will be provided)
2. Tutoring folder
   - 11 score cards
   - Help Card
   - Paper Clip
3. Pencil

****
All materials will be provided for you
except for a calculator and student pencil
****

Organize students' reading books in advance and designate a procedure for distributing these materials quickly. You should be able to get the session going within **2 minutes**. The students may have their books already in their desks, or the books may have to be passed out by student helpers. If the books are passed out, make them available in an organized fashion. Some teachers stack books by levels on a table so that helpers can get to the appropriate books quickly. Problems arise if there is not an efficient means for passing out and collecting books.

PREPARATION CHECK

1. Do you know how to assign students to pairs?
2. Do you know how to assign students to teams?
3. How often do students stay with the same partner?
4. How often do pairs stay on the same team?
5. Do you understand the move/stay procedure?
6. What is the purpose of student points?
7. How can readers earn points?
8. How can readers earn bonus points?
9. How can tutors earn bonus points?
10. Where do you record the bonus points?
11. Where do students record daily points?
12. How often do you record student points?
13. Which form is used to record weekly points?

!!!

Chapter 3

Training Students to Tutor

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CHAPTER III:
TRAINING STUDENTS TO TUTOR

!!!

Training Materials

Once the previous steps are established, be sure you have the following materials and equipment **before training** begins:

1. Overhead Projector

4. Student Books

3. Peer-Mediated Reading Script

Getting Students Ready for Tutoring

In this section, we detail the procedures for training students to use peer-mediated reading instruction. These exercises are to be completed before you actually attempt to implement the program. Your students must be able to perform these exercises well for the program to be a success. During the training sessions, your students will (a) learn about the tutoring program, (b) observe correct implementation of procedures, and (c) practice the tutoring procedures. We have divided these exercises into three lessons which are estimated to take 50 minutes each.

LESSON 1:
GENERAL FEATURES OF PEER-MEDIATED READING INSTRUCTION

In Lesson 1 Students will learn:

1. What Peer-Mediated reading instruction is.
2. How to earn and record points.
3. The peer tutoring rules.
4. The basic roles of readers and tutors.
5. How to set up materials for peer tutoring.

****

You and your students will need:

Team Assignment Chart - Filled out for week 1!

Score Board - posted

Tutoring Folders
- score cards
- paper clips
- Help card

pencils

****

Lesson 1 Outline

Critical Features of Peer-Mediated Reading

1. Everyone in the class participates at the same time.
2. A peer is a classmate.
3. Tutoring means helping your partner become a better reader.
4. Everyone will be both a tutor and a reader.
5. You will do one job first, then switch and do the other job.

Organizational Features

1. Pairs work together for 10 weeks.
2. Each pair is part of a team. Team assignments change each week.
3. Reading Assignments will be posted on the chalkboard each day.

Earning Points

1. Peer tutoring is like a game.
2. Each student earns points for his/her team.
3. Students earn points for reading quickly and correctly and for tutoring well.
4. Students record their own points on their own score card.
5. Students use 1 score card each week.
6. Students circle the last point they earn each day.
7. Students report points to the teacher on the last day of tutoring for the week.
8. Students must be good sports.

Rules for Tutoring

1. Talk only to your partner and only about tutoring.
2. Keep your voice at a low level.
3. Try your best.

Setting Up For Tutoring

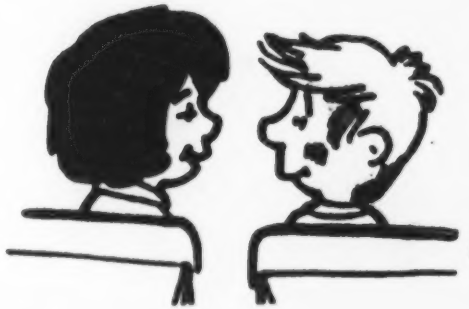
1. Students get out a pencil, their tutoring folder and reading book when the teacher says, "It time for peer tutoring."
2. (Optional) Move to you partner when the teacher says, "Movers move."

   - Moving Rules
     - Leave your chair when you move.
     - Move quickly and quietly.
     - Take your tutoring materials.
     - Quietly move a chair nearby.

3. Set up your desk quickly and quietly.
4. Turn to the first page of the reading assignment.
5. Look at the teacher for the command to begin.

Tutoring Rules

1. Talk only to your partner and only about tutoring.
2. Keep your voice at a low level.
3. Try your best!



Moving Rules

1. Leave your chair when you move.
2. Move quickly and quietly
3. Take your tutoring materials.
4. Quietly move the chair or desk.

Lesson 2:
Sustained Oral Reading Procedures

In Lesson 2, students will learn:

1. The procedures for sustained oral reading practice.
2. Error types and how to correct them.
3. How to earn points during sustained oral reading.

****

For this lesson you will need to post a reading assignment

****

Lesson 2: Outline

Features of Sustained Oral Reading Practice

1. 1st readers read 1st.
2. Each reader will read for 9 minutes each.
3. The objective for the reader is to read faster with less mistakes.
4. While the reader reads, the tutor follows along.
5. The tutor corrects errors as they occur.
6. The tutor awards 2 points every time the reader reads a sentence correctly and 1 point for every sentence with only 1 error.
7. After the 1st reader reads, students switch roles and the entire process is repeated.

Jobs Before Tutoring

1. Take materials out of folder.
   - Set help card at top of desk.
   - Turn to the week's Score Card.
2. Look at assignment on board and turn to that page.

****** This whole process should take no more that 2 minutes. ******

Readers' Jobs During Sustained Oral Reading Practice

1. Read sentences quickly.
2. Read sentences correctly.
3. Correct missed words.
4. Record points as earned.

Tutors Jobs During Sustained Oral Reading Practice

1. Listen and follow along as the reader reads.
2. Correct all words missed when they are missed.
3. Tell the reader how many points to mark after each sentence.
   - 2 points for no errors.
   - 1 point for 1 error.
   - 0 points for more than 1 error.

*** The tutor will count the number of errors in each sentence on their fingers.

4. Tell the reader they did a good job.

Kinds of Errors

Tutors learn to listen for and correct errors when they occur. Tutors are taught to recognize the following 4 types of errors.

1. Saying the wrong word.
2. Leaving out a word.
3. Adding a word.
4. Waiting longer than 4 seconds.

If the reader is able to correct a mistake before the tutor corrects the mistake, it is not counted as a mistake.

********** **Self-corrections are not counted as errors.** **********

Sustained Reading Process

How it Works

1. First reader reads for 9 minutes.
2. First tutor listens and follows along.
3. Tutor corrects mistakes when they happen.
4. Tutor tells reader how many points to mark after EACH sentence.
5. Reader marks points after each sentence.
6. After 9 minutes, switch jobs *AND* repeat the whole process.
7. Second reader begins where the first reader stopped.

Sustained Reading Jobs

Tutor's Jobs:

1. Listen and follow along as your partner reads.
2. Correct missed words when they happen.
3. Tell your partner how many points to mark after each sentence.
   - 2 points for no errors.
   - 1 point or 1 error.
   - 0 points for more than 1 error.
4. Let your partner know when he or she is doing a good job.

Sustained Reading Jobs

Reader's Jobs:

1. Read sentences quickly.

2. Read sentences correctly.

3. To correct the words you don't know

4. Mark the number of points earned on the Score Card.

Correction Procedure

The correction procedure is as follows:

2. Point to the missed word so that the reader can see the word.

3. Say, "This word is _____."
   Ask, " What word?"

   *** THE READER CONTINUES READING.
   *** THE TUTOR HOLDS UP 1 FINGER FOR EACH MISTAKE UNTIL THE END OF THE SENTENCE

4. Repeat process for each word missed in a sentence and award points at the end of every sentence.

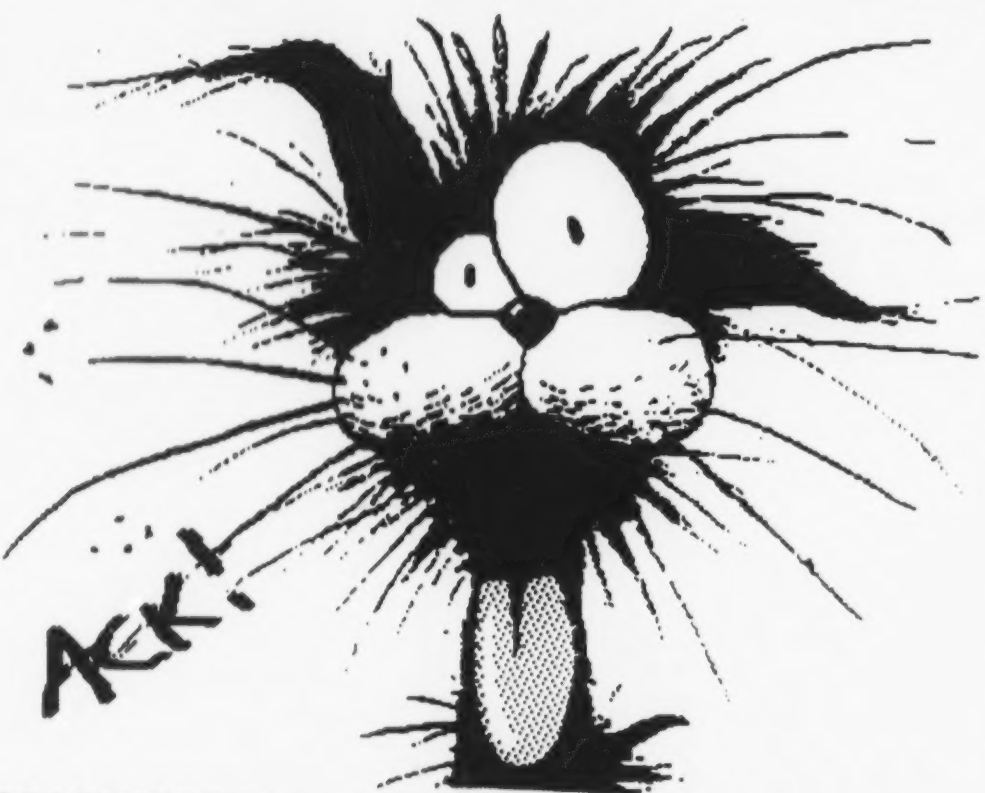
How to Correct

"That word is _____."

"What word?"

Kinds of Errors

1. Saying the wrong word.
2. Leaving out a word.
3. Adding a word.
4. Waiting longer than 4 seconds.



Lesson 3:
Putting It All Together

In this lesson, students will learn:

To do all the activities associated with peer-mediated reading instruction in the actual sequence.

****

In this lesson the teacher will actually walk the students through tutoring. The Peabody-Vanderbilt researcher will help.

****

Materials

1. Timer
2. Teacher Presentation Script

Lesson 3: Outline

Getting Set Up (2 minutes maximum)

1. Students get out materials.
2. Move procedure. (Optional)
3. Students set up their desks.
4. Students open their texts to the assigned page.
5. Students look at the teacher for the command to begin.

1st Readers Sustained Oral Reading Session (9 minutes)

****Teacher circulates among students and awards individual**** bonus points.

1. Readers read orally from their reading text.
2. Tutors follow along, listening for errors.
3. Tutors correct errors when they occur. Tutors use Help Card to gain teacher attention if they also do no know a word.
4. Tutors award points at the end of each sentence and readers mark them on their score card.
   - 2 points for no errors.
   - 1 point for 1 error.
   - 0 points for more than 1 error.
5. Teachers loudly says STOP at the end of nine minutes.

Transition

1. Teacher announces, " It's time to switch jobs."
2. First readers become tutors and 1st tutors become readers.
3. 2nd readers begin reading where the 1st readers stopped.

2nd Readers Sustained Oral Reading Session (9 minutes)

****Teacher circulates among students and awards individual**** bonus points.

1. 2nd Readers read orally from their reading text.
2. 2nd Tutors follow along, listening for errors.
3. Tutors correct errors when they occur. Tutors use Help Card to gain teacher attention if they also do no know a word.
4. Tutors award points at the end of each sentence and readers mark them on their score card.
   - 2 points for no errors.
   - 1 point for 1 error.
   - 0 points for more than 1 error.

Clean Up

1. After the 2nd reader reads for 9 minutes, it is time to clean up.
2. The teacher gives Bonus points for anything all students did well.
3. Students circle the last point earned for the day.
4. Students put everything back in their folders quickly and quietly
5. Movers return to their desks. (Optional)

Announcing the Winning Team

1. This only happens on the last day of the week.
2. Call on students to report the last point they earned for the week.
3. Record points on Team Assignment Chart.
4. Add points for each Team
5. Announce the wining team and the runner team for the week
6. Post the score Board on the Tutoring Bulletin Board

Chapter 4

Solving Potential Problems

CHAPTER V: SOLVING POTENTIAL PROBLEMS

In our experience, problems with implementing peer-mediated reading usually result from either incomplete training of students or inadequate monitoring on the teacher's part. Although we will provide the initial training, it is important that you anticipate potential problems and establish a remediation procedure just in case a problem surfaces.

Implementation Problems

Monitoring the Progress of the Program

Because this is a federally funded research project, research staff will be observing your class during tutoring to make sure things are going smoothly and help you with any problems you are experiencing. Research staff will fill out a **Teacher Implementation Report** every time your class is observed. The primary purpose of the Teacher Implementation Report is to point out your implementation errors and trouble spots so that you can quickly correct them. The report will provide you with helpful feedback regarding:

1. Whether the materials necessary for tutoring are present and available in your classroom,

2. Whether you have carried out all the necessary procedures, and

3. Whether the students carry out the tutoring procedures correctly.

!!!

Solving Common Implementation Problems

Teachers are bound to have some students who create problems. After using peer-mediated instruction across a variety of different classrooms, grade levels, and subjects, we have found that four specific problems occur most often. These are:

1. **Students are loud, disruptive, or off-task before, during, and after tutoring.**
2. **Students take too much time to complete various tutoring tasks.**
3. **Students fail to follow the tutoring procedure correctly.**
4. **Students cheat with respect to point recording and point scores.**

The next section describes a variety of simple solutions to each of the problems listed above.

STUDENTS ARE LOUD, DISRUPTIVE, OR OFF-TASK

This is probably the most common and troublesome of the four problems. There are several reasons for this. First, peer-mediated reading instruction is usually the only classroom instructional activity that permits students to speak and interact with their classmates. In addition, the tutoring program contains several components (e.g., points, team competition, etc.) that generate enthusiasm and excitement from the children and they may turn into excessively loud or disruptive classroom behavior.

Therefore, our first recommendation is that you enforce the set of tutoring rules and that you clearly specify your expectations to your students.

Although rules such as these are helpful, their mere presence will probably not prevent students from exhibiting some inappropriate behaviors. You must routinely enforce these tutoringrules through close supervision, and feedback. Remind students that they are working as a team and that if they choose to be disruptive that they will not earn as many points for their team.

While we do not recommend the use of yelling or severe punishment, occasionally it may be necessary to remove a student from tutoring temporarily. If you find it necessary to remove a student, always give them the choice to continue working for the team or to stop earning points for the team. **If you treat tutoring as a privilege, your students will not want to be removed.** Additionally, it is not recommended that you send the student out of the room. Instead, give the student a set of worksheets or other independent work, so that the student knows that he cannot get out of doing work by being disruptive.

On the positive side, **you should provide special bonus points** and thanks to the students or team(s) who show exemplary behavior during tutoring. Other possible rewards for students include the opportunity to be a classroom helper, to line up first for recess or lunch on that day, etc. On the less positive side, you may withdraw the ability to earn points for a **short** period of time for those students who continually disregard the rules. For example, perhaps these students lose point earning ability after receiving two warnings.

Always make sure that you frame your warning as the student's choice. (i.e., "If you choose to ____, you will choose to stop earning points for your team.") It may also be necessary to point out to the student that his teammates will not be happy about a member of the team choosing not to earn points. Most importantly, if the student shows any sign of being willing to comply, reinstate point earning privileges or immediately reward him/her with bonus points.

!!!

We stress that you **Try Positive Procedures First.**

!!!

Example of Correcting Disruptive Behavior

PROBLEM: A pair is arguing.

PROCEDURE:

1. Reward another pair first.

"Johnny and Anita are really working well together. They are good team members. Johnny and Anita, give yourselves 5 bonus points."

2. Correct problem.

"Carl and Joey, remember that when you argue you cannot earn points for your team. Stop arguing and continue working!"

One final point merits discussion. As indicated earlier, the tutoring game is a classroom activity that permits students to talk and interact with their classmates. Given the novelty of this learning structure, you may need to make certain adjustments initially. For example, we often hear teachers comment during their first week of the tutoring game, "It's difficult to grow accustomed to the idea of students talking" or "It sure seems strange to hear all this noise."

We generally provide two responses to these concerns. First, we reemphasize the **numerous benefits** that tutoring provides to the students in the classroom. Second, we make the point that permitting students to interact with one another during tutoring does not necessarily mean that they will expect to interact during other instructional periods of the day. You should simply inform the students that the tutoring rules are different than the rules established for non-tutoring activities. Again, the extent to which any classroom rule is followed depends upon the consequences that you provide when students follow or break the rules.

STUDENTS TAKE TOO MUCH TIME TO COMPLETE VARIOUS TASKS

Under ideal conditions, transition periods should run very smoothly with minimal delays. The length of time elapsing between activities needs to be quick or you will not be able to provide your students with important teacher-directed instruction. However, our past experience indicates that the time allotments we have specified are difficult to adhear to at first.

STUDENTS FAIL TO FOLLOW THE TUTORING PROCEDURE CORRECTLY

A third problem relates to the tutor/reader roles and procedures. Our experience indicates that some students do not follow the established procedures on a consistent basis. **If you find that a number of students are having difficulty, reteach the procedures to the entire group.** If the problems are restricted to a few students, schedule a time to reteach only those students. In all cases, we recommend the following remediation strategy:

Teach

practice

reinforce

review

You must monitor and provide bonus points for correct tutoring behaviors. You must supervise student's responding in order to achieve a successful program. If you walk around the classroom, monitoring tutoring behaviors by providing praise, giving bonus points and correction, and answering students' questions, you will reduce the number of problems.

Also, our experience indicates that some teachers enjoy their new role (as described in this manual), while other teachers are reluctant to try the peer-mediated reading procedures. We believe that the trade-off is simple; those who complete these tasks consistently and conscientiously will experience fewer problems and both you and your students will obtain greater benefits from the program.

Interestingly enough, **we have found a direct relationship between teachers experiencing problems with tutor/reader interactions and their failure to provide bonus points for the children's tutoring behavior.** Therefore, we strongly recommend that you conduct the tutoring procedures according to the guidelines described throughout this manual.

STUDENTS CHEAT WITH RESPECT TO POINT RECORDING AND POINT SCORES

From the beginning of the program, you must insure that students use the points correctly. Monitor each session to prevent cheating. Teach the students that the number of points they earn is related to the amount of work they have completed. Monitor students' point sheets at random so that all children learn that you will be monitoring their efforts.

Watch the Team Point Chart to see if any students who have large jumps in point totals. A gain of 40 points is laudatory, but a gain of 400 points is certainly suspicious. These monitoring checks and feedback to students prevent the students from reporting unearned points. Let the students know you are on top of this situation. Do not tolerate grossly inaccurate point totals.

A FINAL THOUGHT

Of course, it is not possible to provide procedures for all problems that may arise in the course of this project. We are counting on you to use your professional judgment in handling unexpected situations. We like feedback on what types of problems arose and how you handled them. The ideas help us with future projects.

Although your first implementation will likely be awkward and hectic, you will find that after a few weeks the program will run smoothly, improve academic performance, and increase social interactions among class members.

We expect that you will find this a rewarding experience.

Good luck!

PEER-MEDIATED READING SCRIPT

Use this script to help you orchestrate peer-mediated reading. The commands for each step are written out for you.

PREPARATION: 2 minutes

1. **It's time for peer tutoring.**
   Get your materials out.
2. (optional) **Movers stand.**
3. (optional) **Movers move.**
4. **Get your materials set up. Look at me when you are ready.**

FIRST READER'S SUSTAINED ORAL READING SESSION (9 Minutes)

1. **Get ready to read for 9 minutes straight. Everybody check to make sure you are starting on the right page. Remember to read as quickly and correctly as you can.**
2. (Set timer for 9 minutes)
   Begin reading.
3. Monitor students and award bonus points.
4. After 9 minutes.
   Stop reading. Say this somewhat forcefully!

TRANSITION

1. **It's time switch jobs. First readers are now tutors. First tutors are now readers. Second readers begin reading where the first reader stopped.**
2. Set the timer for 9 minutes.
3. **Get ready to read. Begin.**

SECOND READER'S SUSTAINED ORAL READING SESSION (9 Minutes)

1. Monitor students and award bonus points.

2. After 9 minutes.
   Stop reading. Say this somewhat forcefully!

CLEAN-UP (2 minutes)

1. Award bonus points to the group for behavior of your choice.

2. **We are finished with peer tutoring today. Circle the last point you earned and put your materials away.**

3. (Optional) **Movers stand.**

4. (Optional) **Movers return to your seats.**

ANNOUNCING THE WINNING TEAM Last day of tutoring for the week.

1. **It's time to figure out the winning team for this week. When I call your name quickly tell me the last number circled on your score card for this week.**

2. Call on each student and write the points on the Team Assignment Chart.

3. Add up the points for each team and announce the winning team. Make this activity a BIG DEAL!

4. Write the scores of each team on the Score Board.